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ABSTRACT

Intended as an immediate source of practical help for teachers of the research paper, this bibliography is also a contribution toward establishing a foundation of professionalism for research paper instruction. The approximately 200 entries are arranged alphabetically under the following categories: (1) the debate over whether and when to use the research paper and some alternatives: (2) defining, detecting, and discouraging plagiarism: (3) librarians, library research, and English teachers: (4) model courses and units: and (5) aspects/teaching techniques and helps. (FL)

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Teaching the Research Paper: Comprehensive Bibliography of Periodical Sources[1]

The total time spent by teachers in research paper instruction and by students in research and writing must be immense. The last, and only, national survey of the state of the research paper (Manning) was limited to freshman courses and found that in 1961 such papers were being formally taught in eighty-three per cent of the courses. A follow-up expanded survey would undoubtedly show a decrease, yet all would agree that the research paper still demands a substantial investment on all levels of the curriculum, in classes dedicated entirely to it, in research paper units, or simply as the result of papers assigned but not explicitly taught in a great variety of courses.

Research paper instruction is, in fact, the other writing-related responsibility of a large percentage of English teachers. And we have had even less formal preparation to discharge that responsibility than to ready us to teach composition. Compounding the problem is the fact that our organizations and journals have not offered much support for our research paper instruction roles. In the past, there have been almost no sections devoted to the subject at the two national conventions. (One was held at last year's Four C's, at which the launching of a newsletter dedicated to the teaching of the research paper in freshman composition was discussed. A program entitled Recent Developments in Teaching Research Methods and Research Papers will be offered at the 1980 MLA Convention.) Nor, for example, has any of the six annual bibliographies on composition published in CCC found room for the research paper. The result is that relevant articles, scattered through the publications of several disciplines, are very hard to find.

The following bibliography is offered as an immediate source of practical help for teachers of the research paper and a first contribution toward establishing a foundation of professionalism for research paper instruction. The bibliography reveals several enlightening facts about the state of the art. The first is that there has been a fairly wide and persistent interest in the topic: over 200 articles have appeared in about seventy periodicals over the past fifty years. Next, one notices that no more than three articles are by the same author. There are no real experts on all aspects of the research paper. Finally, a very large proportion of the articles are of the practical, show-and-tell variety. Few are of a theoretical nature or based on research, and almost none cites even one other work on the subject. It is hoped that this bibliography will encourage cumulative growth and serve as an impetus to more theoretical contributions by providing for the first time an entree to articles on all aspects of research paper instruction.

[1]Significant and much appreciated financial support for this bibliographic project was furnished by the Graduate School and English Department of Brigham Young University.

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Though we have surely fallen short of the mark, a diligent effort has been made to compile a truely comprehensive bibliography with respect to periodical articles for English on the high school through graduate levels. (There has been a bit of selection from the many, and often repetitive, treatments of plagiarism.) Also included are a few especially relevant non-periodical sources such as the only two dissertations on the subject (by Willis and Wieckowski). And though no attempt was made to collect exhaustively articles from fields outside of English, some do appear because of their suitability for adaptation to English courses. It is also true that English teachers generally teach students who write papers with non-English subjects. There is a special section of exemplary articles by librarians and about library research because library instruction is deemed an integral part of research paper instruction.

A few articles are not annotated because they were unavailable. We invite those who have additional items which should appear in a supplement to the bibliography (and a book on research paper instruction which is being actively contemplated) to send them to James E. Ford, English Department, Brigham Young University, Provo, Utah 84601.

The bibliography is arranged alphabetically under the following divisions:

1. The Debate: Whether, When / Alternatives
2. Plagiarism: Defining, Detecting, Discouraging
3. Librarians, Library Research, and English Teachers
4. Model Courses and Units
5. Aspects / Teaching Techniques and Helps

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Teaching the Research Paper: Comprehensive Bibliography of Periodical Sources

I. The Debate: Whether, When / Alternatives

Arapoff-Cramer, Nancy, "A Survey of University Writing Assignments," College Composition and Communication, 22 (May, 1971), 161-168.
A survey of writing assignments at the University of Hawaii led Arapoff-Cramer to conclude a necessity for a freshman course which stresses term paper writing. She notes that the science format dominates the genre: clear statement of problem, review of the literature, and summary of findings, and that the questionnaire raises many issues.

Brown, Edwin J. and Maxele Baldwin, "The Term Paper in College," Education Administration and Supervision, 17 (April 1931), 306-16.
The article deals with the results of a survey of 25 faculty members and 150 students concerning their attitudes toward teaching and writing the research paper. The questions asked and responded to may prove insightful in determining goals for future papers.

Burton, Katherine, "Some Further Thoughts on Research Papers," The English Journal, 47 (May 1958), 291-92.
Burton cites evidence from responses from sixty schools to her letter concerning when the research paper should be taught and what kind of competency was expected of students to demonstrate the benefits of teaching the research paper not only in college and high schools, but junior high as well. She also gives reasons to rename the secondary school research paper simply the library paper.

Cook, Robert I. and Paul McElhiney, "The Audiovisual Term Report," Audio Visual Instruction, 12 (September, 1967), 697-98.
Cook and McElhiney discuss the introduction of the assignment, selection of the topic, investigation of the field, permission to photograph, organization of the materials, and presentation hints in their proposal of a plagiarizing-avoiding slide presentation as an alternative to the traditional research paper.

Culbertsen, Barbara, "Media Report Versus Written Report," Educational Technology, 11 (October 1971), 62.

The author suggests that teachers implement the visual and auditory technology available in today's society for student presentations of research, instead of insisting on the traditional written term paper. She also gives examples of how this may be done.

Esch, Robert M., "Research Paper Paranoia," College Composition and Communication, 26 (1975), 42-43.
This brief humorous recital of a student's nightmare about her teacher and her term paper illustrates the students' point of view, and thus should provoke some consideration of methods. It could also serve as a humorous introduction to the research process, especially if the teacher plans to use an unorthodox approach.

Farrison, W. Edward, "Those Research Papers Again," Journal of Higher Education, 16 (December 1945), 484-87.
Farrison presents his view if students are clearly shown what is meant by and expected of a college freshmen research paper, and if the paper is then cut down from the usual 3000 words to 1200-2000 words, students will understand their topic more clearly and they will present ideas logically, and skillfully.

Fletcher, Paul F., "Should Term Papers Be Abolished?" The Clearing House, 38 (September 1963), 32.
Fletcher sets forth arguments against the term paper being required of high school students, saying that the consequences of such a requirement is the creation of "baby plagiarists."

Frederick, Robert W., "The Term Paper as a College Teaching Device," School and Society, 29 (February 23, 1929), 256-57.
Frederick comments on the results of his questionnaires, which reveals that major educators of his day feel that the research paper occupies a justified position in the educational process.

French, Robert W., "Journals and Term Papers," Exercise Exchange, 17 (Spring 1973), 7-8; reply by Betty Bandel, 18 (Fall 1973), 27-28.
Since he believes the research paper is a stultifying, authority-centered experience for high school and lower-level college students, French suggests they be asked to keep journals instead.

Bandel counters that the research paper need not be stultifying if imaginatively taught, that "to go to Authority" needn't mean "to accept Authority," and research skills "cannot be switched on, like an electric light, at the beginning of the junior year in college."

Grande, Luke M., "Time for Term Papers," The Catholic Educational Review, 56 (January 1958), 45-47.
Giving reasons for the "failure of the term paper," mainly a lack of originality, Grande thinks students should not be required to write research papers until the relative maturity of the upper levels of college.

Karp, Mark, "A Term Paper Project," Journal of Higher Education, 12 (June 1941), 335-36.
In response to the burden placed on many students to do as many as six research papers a semester, and because it became apparent that these papers represented no more than a casual attempt at research on the student's part, the Paterson State Teachers College faculty co-operated to see if stdents would learn the basic skills of authentic research writing one paper.

Kirk, H.P., "The Multidimensional Potential of Graduate Term Papers, " Improving College and University Teaching, 25 (Spring 1977), 112.
Kirk suggests that the graduate term paper has the potential of being more than a kind of academic gymnastics and suggests four criteria for justifying its place in graduate studies.

Konigsberg, Evelyn, "A Term Paper for Bright Students," High Points, 23 (November 1941), 75-76.
Konigsberg relates how requiring her high school honor students to write a term paper in place of a final examination resulted in "valuable educational achievements" for most of her students.

Lazarus, Arnold Leslie, "Term Paper or Term Project?" National Education Association Journal, 40 (February 1951), 138.
Lazarus shares his "How To's" and "What For's" of basing the research paper on the vocational interests of high school students.

Love, Glen A. and Michael Payne, "The Research Paper: Does It Belong in High School?" English Journal, 56 (May, 1967), 739-41.
The authors examine the rationale of the research paper as a formal statement of an opinion in defense of its retention in the high school English class.

McClusky, Howard Yale, "An Experimental Comparison of the New Type Test and the Term Paper," Journal of Applied Psychology, 17 (October 1933), 621-27.

In this early and rare experiment, McClusky provides evidence indicating that students who write a research paper on material to be covered in a final examination gain no real advantage over students who prepare directly for the test with regard to factual material learned, but they gain great advantage regarding processes of organization and creative expression, and having to synthesize and relate ideas in a common context.

McCoy, Dorothy, "Electrified Term Papers," English Journal, 60 (January 1971), 107-10.
McCoy of Corpus Christi makes a case for slides or movies with musical accompaniment inspired by literary studies instead of the usual term theme.

Manning, Ambrose N., "The Present Status of the Research Paper in Freshman English: A National Survey," College Composition and Communication, 12 (May 1961), 73-78.
Manning presents the results of his survey on the worth of teaching freshmen how to write the research paper and gives evidence to support his conclusion that the research paper "has [in 1961] more prestige than ever."

Michaels, Herbert, "A New Kind of Argumentative Term Paper," College English, 13 (January 1952), 208-10.
Michaels suggests that five 500 word comparative papers should take the place of one long argumentative paper if true argumentation and critical reading/thinking are to be taught to students. He outlines what the papers are and the purpose for each.

Miller, Bob W., "A Talking Research Report," Texas Outlook, 51 (November 1967), 44-45.
A social psychology professor assigned his students a twenty-minute tape with footnotes rather than the traditional research paper. One of the prime criteria for quality was interest level and enthusiasm. Content and good speech and grammar structure also measured the quality of the work, emphasis being on content. Students felt they learned more through the taping process than in previous experiences with writing research results.

Murray, Michael, "A Term Paper Alternative," Clearing House, 45 (March 1971), 447-48.
The problem of maintaining a high "involvement level" in a long research assignment is solved, Murray claims, by pairing novels and plays by theme, style, or characters and limiting each student's practice in documentation and analysis to one of the pairs.

Nissley, Harold R., "Term Papers That Generate Enthusiasm," Journal of Business Education, 20 (October 1944), 19.
Nissley suggests photographic presentations as an alternative to the formal research paper. He submits that all the research skills of writing a research paper will be acquired, but this approach will give those lacking "scholarly technique" a chance to operate within their limits of expertise.

O'Connor, Marie E., "The Research Paper and the Tape Recorder," English Journal, 57 (May 1968), 652-53, 660.
To overcome lack of motivation in the student and boredom in the teacher, O'Connor's high school class researches, writes and records a ten-minute radio program.

Pang, Henry, "The Term Paper," Improving College and University Teaching, 17 (Winter 1969), 50-51.
On the premise that "the term paper is too important to neglect or to avoid," Pang briefly outlines the usual steps to writing a research paper, stressing an early start, both in the semester and in the student's academic career.

Pauk, Walter, "The Research Paper: Time and Technique," Journal of Reading, 13 (October 1969), 13-20, 56-59.
Pauk recounts the story of his experience with Professor Schliermann and his fifty-page research paper. An entertaining look at both process and teacher.

Pollin, Burton R., "Integrating the Phases of English Through the Research Report," English Journal, 48 (November 1959), 477-79.
Pollin elucidates his method of combining written research reports with oral reports to emphasize to his high school students the integrative nature of an English language education.

Rivlin, Harry N., "The Writing of Term Papers," Journal of Higher Education, 13 (June 1942), 314-20, 342.
In a survey of faculty and students, Rivlin found that most English teachers agree that the term paper may give students an opportunity to do critical inquiry independently, but many felt that students didn't get enough help from other departments to do effective and worthwhile research. Some students felt the research paper was a total waste of time; others

found it valuable if they were given enough help. Rivlin proposes various substitutes for the term paper.

Spriestersbach, I. C. and Lyell D. Henry, Jr., "The Ph.D. Dissertation: Servant or Master?" Improving College and University Teaching, 26 (Winter 1978), 52-55, 60.
The authors present a timely argument for taking another look at Ph.D. programs and give five plausible suggestions for helping them succeed.

Sternlicht, Manny, "Undergraduate Educational Methodology: Term Projects Versus Term Papers," Science Education, 40 (April 1965), 225-29.
Believing that total personality growth is the object of the learning experience, Sternlicht defends a term project rather than a term paper, based on eight years of teaching experience and delayed follow-up on student response.

Stevenson, John W., "The Illusion of Research," English Journal, 61 (October, 1972), 1029-32.
Stevenson decries the English "research" paper because it "serves no real value as an 'English' assignment; and it promotes dishonest writing." Most such papers, he says, are summaries of summaries which "teach the use of the library" and do not exploit primary sources.

Stone, Edward, "Controlled Materials: A New Remedy for an Old Ailment," Journal of General Education, 12 (October 1959), 189-204.
Stone outlines the history of the "controlled materials" approach to student research by referring to Amherst, Yale, and Harvard's experience of putting together a collection of documents which presented alternative viewpoints on a specific American problem.

Taylor, Thomas E., "Let's Get Rid of Research Papers," English Journal, 54 (February 1965), 126-27.
"The research paper is of no value in the high school English class, because reasonably correct and creative writing--the goal of instruction in composition--cannot be developed by teaching students to regurgitate the thoughts of others (too often without proper credit).... Hours of 'background' lectures and activities and piles of plagiarized papers on the Elizabethan theater, Elizabethan England, or Shakespeares life are no substitute for the student who can express his reactions to the human values found in Julius Caesar, Macbeth, Hamlet, or any other of the plays he reads."

Wells, Walter, "Keeping the 'Foot' in Footnotes," English Journal, 56 (March 1967), 471; reply by Paul T. Nolan, 56 (September 1967), 897-98.
Wells says that endnotes are inconvenient for the reader, digressive, and foster disrespect for documentation.

Nolan replies that the reader is really the instructor/editor and therefore students should prepare to follow the appropriate form for submitting articles--endnotes.

Willis, Veronica Tischer, "An Investigation of the Use of the Documented Research Paper in College Courses," Diss. United States International University, 1970 (for a fuller abstract, see DAI, 135 (1970), 2137A).
This dissertation reports and analyses the results of a survey of research paper instruction in all fields of twenty-six community colleges, five state colleges and four state university campuses in California. The purpose was to assess "the service value of the documented research paper and identif[y] the level or levels where it is most used." The conclusions were that such papers are required in sixty-seven percent of graduate and fifteen percent of undergraduate courses. Therefore, the author recommends dropping or deemphasizing the research paper on the undergraduate level.

Wishard, Armin, "Academic Report: Term Paper or Projects?" Modern Language Journal, 58 (March 1974), 118-19.
Wishard suggests that creative projects such as sculptures, book covers, paintings, and other visual or audio mediums be substituted in place of the traditional writing of term papers to illustrate knowledge and insight gained from particular literary works.

Woods, Roy C., "The Term Paper; Its Values and Dangers," Peabody Journal of Education, 11 (September 1933), 87-89.
Woods discusses the values of student research and the dangers of student research and giving helpful hints on how a teacher can minimize these dangers.

2. Plagiarism: Defining, Detecting, Discouraging

Amsden, Diana, "Fraud in Academe," Phi Kappa Phi Journal, 57 (Winter 1977), 37-44.
The article details fraud in many guises in education, not just in the producing of unoriginal research, and some causes are suggested.

Bjaaland, Patricia C. and Arthur Lederman, "The Detection of Plagiarism," Educational Forum, 37 (January, 1973), 201-206.
The authors categorize and thoroughly analyze signals of plagiarism, including such seemingly innocuous items as changes in title, unusually neat and well typed manuscripts, and long bibliographies. They also suggest areas of personal preparedness for the teacher, such as awareness of the available texts, not only in the school's library, and familiarity with his own texts.

Brickman, W. W., "Turmoil Over Term Papers," Education Digest, 38 (November 1972), 56-57.
Brickman discusses how the sale of term papers downgrades education and confines a student's educational experience to nothing more than a manipulative attempt at securing good grades. He also discusses ways that teachers can fight against widespread purchases of term papers.

Brown, Dorothy S., "The Perils of Plagiarism," College Composition and Communication, 26 (May, 1975), 206-207.
Brown records a taped conversation among her students that illustrates the degrees of plagiarism and underlines the importance and difficulty of communicating exactly what plagiarism is.

Burton, Katherine, "An Exercise in the Acknowledgment of Sources," Exercise Exchange, 2 (1954), 5-7; rpt. in Littleton Long, ed., Writing Exercises from Exercise Exchange (Urbana, Illinois: NCTE, 1976), pp. 121-23.
Burton's exercise teaches students the difference between paraphrasing and plagiarizing by having them paraphrase a familiar source, in this case part of the Gettysburg Address.

Daniels, Edgar F., "The Dishonest Term Paper," College English, 21 (April 1960), 403-405.
Daniels offers his suggestions on how to cut down plagiarism and decrease undue outside help on a student term papers. Among his suggestions are defining in detail what plagiarism is, assigning specific topics of research, and testing student writing skills by conducting impromptu essay exams.

Einsiedler, Elizabeth, "Buying Term Papers." Today's Education, 61 (September 1972), 44-46.

Einsiedler examines the business of bootlegging term papers from the business' students' and educators' point of view. Her inclusion of student questions about the difference between Cliffnotes and other such educational helps and wholesale term papers is particularly interesting.

Esch, Robert M. and Mimi R. Gladstein, "Teaching the Research Process," English Quarterly, 12 (Spring/Summer, 1979), 57-66.
The authors present a checklist to help ensure originality. Each step must be completed in sequence and evaluated by the instructor. Annotations of all sources are required. Suggestions for evaluative criteria are included.

Gillespie, Elizabeth L. and Miriam Schwartz, "Are We Teaching Plagiarism?" Social Education, 36 (March 1972), 286-88.
Gillespie and Schwartz discuss how to determine plagiarism, how to prompt class discussion of it, and how to organize assignments so as to discourage unintentional copying.

Hammer, George, "How to Exorcise Academic Ghostwriting," Phi Delta Kappan, 57 (January 1976), 328-30.
In addition to advocating discussing the responsibilities of learning with students and being familiar with their abilities as strategies against the term paper mills, Hammer also recommends familiarizing oneself with state laws pertaining to ghostwriting and campaigning for adoption of appropriate legislation if there is none. He gives a detailed description of how the mills work.

Harvey, Thomas, "Problems of Plagiarism," The Times Educational Supplement, 3095 (September 20, 1974), 68-69.
Harvey advocates that students be instructed in copyright laws as a curb to plagiarism, and that such instruction be tempered so as to encourage literary talent, not inhibit it through guilt and fears of the laws.

Lee, Nancy V., "Plagiarism Starts in Second Grade," Teacher, 88 (April, 1979), 19-20.
A college professor, Lee recounts her confrontation with her second-grade son's assignment to write a "report from a book" on plastics. She pleads with elementary schol teachers to offer a variety of subjects, limit these, help the students find a

position to advocate in the report, ask them to include sources, and ask them to paraphrase and use quotation marks.

Malloch, A. E., "A Dialogue on Plagiarism," College English, 38 (October 1975), 165-74.
Malloch objects to plagiarism "because it is a form of lie, and to the lie because it violates the compact that is built into all speech, [and] amounts to a rejection of the very basis of academic insttruction, the compact of discourse between students and instructor." Therefore, the plagiarist should be considered as having withdrawn from the course.

Martin, k.G., "Plagiarism and Originality: Some Remedies," English Journal, 60 (May 1971), 621-28.
Martin argues that original assignments calling for synthesis instead of regurgitation will prevent most plagiarism. If it occurs, teachers should return offending work as inferior because it does not fulfill the present assignment.

Moshcovitz, Philip B., "Hey, students! Get Your Term Papers Here. . .," College Management, 7 (January, 1972), 26-27.
Moshcovitz documents both the companies that supply term themes and theses and efforts four-year schools have made to close them down.

O'Neill, Michael T., "Plagiarism: (I) Writing Responsibly," ABCA Bulletin, 43 (June 1980), 34-36.
To prevent unintentional plagiarism, O'Neill suggests the teacher clarify its definition, teach the conventions, and teach paraphrasing which pays as much attention to ideas as to words.

Parker, Patricia L., "Overcoming 'Term Papers, Inc.,'" Exercise Exchange, 17 (Fall 1972), 22-23.
Topics dealing with ecological and political issues in the student's own town, researched largely through interviews, can thwart plagiarism, Parker asserts.

Saalbach, Robert Palmer, "Critical Thinking and the Problem of Plagiarism," College Composition and Communication, 21 (February 1970), 45-47.

Students plagiarize, Saalbach thinks, because of their uncritical immaturity. Teachers should encourage maturity by assigning controverisal subjects with which students may agree or disagree on the basis of their own experience.

"Term Paper Companies and the Constitution," Duke Law Journal, (January 1973), 1273-1317.
This is a complete coverage of the legal issue. The conclusion is that the First Amendment stricture against "prior restraint" rules out legislation against term paper companies. Criminalization of plagiarism is one possibility. The best remedy may be academic reaction: formal codifying and announcing of sanctions against term paper plagiarists.

Verplanck, William S., "Term Papers," The Chronicle of Higher Education, 20 (May 27, 1980), 23.
To forestall plagiarism, this psychology professor requires all annotated bibliography cards, notes, outlines, and rough drafts to accompany the final paper. The handwriting will identify the work as the student's. Assigning certain sections of the text and their sources also circumnavigates the term paper factories.

Wagner, Eileen N., "Outfoxing Fraud: Research Papers Without Repression" (ERIC ED 143 015).
The article outlines four methodologies for circumventing fraud: a teacher-generated topic list which includes current topics; a graded practice research assignment separate from the final paper; a rigid form for presentation to which the student must conform; and a primary source required as a minimum for consideration for an A or a B. She includes sample rigid forms.

Waltman, John L., "Plagiarism: (II) Preventing It in Formal Research Reports," ABCA Bulletin, 43 (June 1980), 37-38.
Waltman's "unobtrusive safeguards" include strict control of topics, formal research proposal, requiring recent periodical sources, collecting research materials, including drafts, and an unannounced in-class description of the paper.

Wieckowski, Thomas John, "Relationships of Ethical Standards and Classroom Environment with Fraudulent Term Paper Use Among College Students," Diss. The Catholic University of America, 1975 (for a fuller abstract see DAI (1975), 748 A).
The major conclusions of the survey were: 1) that ethical standards as a whole had not declined signi-

ficantly in the preceeding decade and, correspondingly, reported plagiarism had not increased; 2) a poor classroom environment could be a factor in tipping an infrequent plagiarizer toward cheating; and 3) "students displaying a cognitive or affective orientation to college reported less incidence of fraudulent term paper use . . . than subjects of a vocational orientation."

3. Librarians, Library Research, and English Teachers

Alston, Annie May and Earl Wilcox, "The Freshman Term Paper," Wilson Library Bulletin, 37 (June 1963), 858-59.
The article maintains that the reasons for dropping the term paper in freshmen English--i.e. students ignorance of the library, note-taking techniques, thinking for themselves, general writing skills--are the very reasons to retain the term paper. However, two main points must be observed if the term paper assignment is to succeed: "the topic must be manageable, and the library must have holdings on the information desired." Librarians can help in both areas.

Baron, Mary and Taylor E. Hubbard, "An Experiment in Teaching Research Methods to Undergraduates at the University of Alaska, Fairbanks," paper read at the Sixth International, Conference on Improving University Teaching, July 1980, Lausanne, Switzerland.
The project joins research paper instruction with information theory. The abstract reports that the result was a "conceptual approach to the nature of information and the character and form of its presentation: historical, controversial, hypothetical and conclusive."

Blau, Eleanor, "The Forgotten Teacher," The Independent School Bulletin, 31 (May, 1972), 66-67.
Blau points out the obvious but often overlooked presence of the librarian as the supervisor of a workshop and pleads for teachers, administrators, and librarians to catch the vision of the librarian's potential support and reinforcement of classroom instruction.

Block, Haskell M. and Sidney Mattis, "The Research Paper: A Cooperative Approach," College English, 13 (January 1952), 212-15.
Block and Mattis suggest a program for teaching the research paper that brings the teacher and librarian into a co-operative teaching relationship in which students' specific problems are solved easier because of the indepth understanding that teacher and librarian have about the students' topics and related research problems.

Chaney, Mary Lou, "Discovering the Library," College English, 14 (April 1953), 407-408.
Chaney shares his experience of combining the teaching of the paragraphs with a library browsing exercise. By assigning five questions about the library and asking his students to write 200-300 words in answer to each question, the students learned to write as well as how to locate different reference sources in the library.

Cornish, Evelyn, "So They're Writing Term Papers," The Clearing House, 35 (January 1961), 287-90.
Cornish maintains that if teachers would make research assignments in accordance with the amount of information available in the school library, spend adequate time teaching research skills, allow considerable freedom in the choice of topics and make grading criteria public to the students, student research papers would greatly improve.

Fortney, Nancy D., "The Library Is for Learning," Clearing House, 42 (October 1967), 116-18.
Fortney reports an experiment with two or three good ninth-grade students from each of her five world studies classes. For six weeks these students went to the library one day a week rather than attending class that day to supplement a unit on Sub-Saharan Africa. She reports favorable response.

Foster, Barbara, "Do-It-Yourself Videotape for Library Orientation Based on a Term Paper Project," Wilson Library Bulletin, 48 (February 1974), 476-81.
The article details how one teacher videotaped her own library orientation film and includes helpful sideline comments that help the teacher/librarian relate with bewildered students approaching their first research topic.

Kennedy, James R., Thomas G. Kirk and Gwendolyn A. Weaver, "Course-Related Library Instruction; A Case Study of the English and Biology Departments at Earlham College," Drexel Library Quarterly, 7 (July and October 1971), 277-97.
Earlham's model of course-integrated library instruction in a small school is one of the most successful such programs. There are four levels of instruction, from an introduction and the freshman's first research paper assignment to the introduction to the major and, finally, the senior seminar project. All

except the first are directly course-related, the librarians realizing how important it is for faculty to "feed the horse enough salt [through research paper assignments] so that he builds up a monumental thirst."

McCaslin, David A., "The Library and the Department of English," English Journal, 12 (November 1923), 592.
McCaslin briefly outlines the positive results of combining library tours and lectures with regular class discussion about the mechanics of research.

MacGregor, John and Raymond G. McInnis. "Integrating Classroom Instruction and Library Research; the Cognitive Functions of Bibliographic Network Structures." Journal of Higher Education, 48 (January 1977), 17-38.
MacGregor and McInnis demonstrate by using a structural-functional approach to research the essential links between the epistomological structure of knowledge and the sequence of steps that should be followed in a typical research project. Their focus is on the social sciences but their insights and methods are universally applicable.

Morton, Bruce, "Beyond Orientation: The Library as Place of Education and the Librarian as Educator," Improving College and University Teaching, 27 (Fall 1979), 161-63.
After outlining different aspects of "course-integrated library instruction," Morton describes a session in which the librarian responds to the questions of students who have already done preliminary research for their papers. Close cooperation between librarian and teacher is encouraged.

Pearson, Lennart, "What Has the Library Done for You Lately," Improving College and University Teaching, 26 (Fall 1978), 219-21.
Lennard offers ten ways librarians can help teachers ensure that library skills are "deliberately built into the curriculum." For example, librarians can alert teachers to new acquisitions, discuss the teaching of research skills in the course syllabus, and offer term paper clinics.

Sabol, Cathy, "Librarian in the Classroom," Teaching English in the Two-Year College, 5 (Spring 1979), 213-16.
Prompted by comments from students trained only in biographical research at North Virginia Community College, the writer discusses her observations of what should and should not be taught in the term paper unit in freshman English.

Shepard, Douglas H., "The Creative Researcher," RQ, 10 (Fall 1970), 9-14.
And English teacher shows how periodical and newspaper indexes can be used not as accesses to sources but as primary sources of data about changing attitudes toward literary topics. For example, Reader's Guide has witnessed over the years to the increasing legitimization of science fiction--first categorized as PSEUDO-SCIENTIFIC literature--as a genre. After noting such transformations, students can then attempt to explain them.

"Term Paper Clinic," Journal of Academic Librarianship, 1 (March 1975), 24-25.
This photographic essay gives notice of a three-week semester's end program at Colorado in which librarians help students find materials. More information can be obtained from Mildred Nilon, Head, Reference Department, University of Colorado Libraries, Boulder, CO 80302.

Vuturo, Robert A. and Charles C. Cowdrick, "Recycling the College Library," College Composition and Communication, 28 (1977), 5758.
Vuturo and Cowdrick advocate moving surplus catalogue cards, the Readers' Guide, the Applied Science and Technology Index, the Biological and Agricultural Index, the Business Periodicals Index, and the Education Index into the classroom to acquaint students with the tools which will help them find information in their fields.

4. Model Courses and Units

Ahl, Frances N., "The Technique of the Term Paper," High School Journal, 14 (January 1931), 17-19, 53.
Convinced that a lack of uniformity within a high school's various departments as well as in the various classes within the same department is the chief problem to be dealt with when teaching the term paper, Ahl suggests a consolidated approach. She outlines an entire sequence of assignments.

Astrachan, Irving, "Research and the Library," High Points, 27 (October 1945), 71-73.
This article gives guidelines for instructing high school students on the particulars of research. It also goes into depth about organizing the note cards used when writing the paper.

Baskett, Sam S., "1984 and the Term Report," College English, 18 (November 1956), 99-101.

Baskett discusses the positive effect reading and discussing Orwell's 1984 had upon the quality of his students' research papers. He attributes the freshness of the research to the model of asking significant questions about 1984 demonstrated during preceeding class discussions.

Beachner, Nan, "Term Papers Are a Help?" The Clearing House, 33 (March 1959), 412-14.
Convinced that plagiarism in high school papers is due most to lack of interest in the topic of research, Beachner gives guidance in instilling interest in the students and, at the same time, teaching basic research skills. Theses are stated as questions to be answered.

Bleifuss, William W., "Introducing the Research Paper through Literature," College English, 14 (April 1953), 401-03.
Bleifuss suggests that if it is analyzed not only literarily but also for its social comment, literature may be used to help a student decide on a topic which lends itself to a short research paper.

Blum, Mark E. and Stephen Spangehl, "Introducing the College Student to Academic Inquiry: An Individualized Course in Library Research Skills" (ERIC ED 152 315).
The paper presents a full bibliography, class schedule, and worksheets used by the authors when teaching three competencies of research: 1) critical thinking, 2) research methods to acquire knowledge, 3) methods of assessing using library resources.

Bramer, George R., "Freedom and Control in the Research Paper," College Composition and Communication, 20 (December, 1969), 352-59.
Bramer suggests that by combining the best elements from the traditional and modern research teaching approaches teachers may have control over students' research, yet give students the freedom they long for. After assessing students' abilities, he catagorizes each student onto one of four "research plateaus:" 1st, restricted to four basic texts for source material; 2nd, library reserve shelf of about a dozen books; 3rd, the entire campus library; 4th, the world"--thus "personalizing" the approach.

Burton, Mary E., "The Evolution of an English Problem," English Journal, 27 (January 1938), 60-64.
Problems of poor organization and vague, boring content are solved by having freshmen compare articles with differing positions on

lively, topical subjects, researching the authors' backgrounds. There is guidance for gradual, systematic progress in seven written assignments.

Chalfont, James M., "The Investigative Theme--A Project for Freshman Composition," English Journal, 19 (January 1930), 42.
Limiting his students' research to periodicals only, Chalfont requires them to read and paraphrase 20-30 articles then use these paraphrases as outlines for their "investigative theme."

Coard, Robert L., "The First Research Paper," The Clearing House, 30 (November 1955), 140-44.
Coard tells how to match the student and the research assignment in such a way that the student achieves a high level of academic excellence--and enjoys doing the project. (His comments on "Wooing" topics of research through vocational interest, magazines, and movies is extremely useful.)

Dickie, Ollie R., "Turning the First Stone of Research," The English Journal, 48 (January 1959), 36-37, 42.
Dickies suggests that the first research theme high school students write should be an exercise in handling material that is already gathered in a packet provided by the library which contains 15-20 articles on each pupil's author. The student arranges material into three categories: Life, Works, and Style, devoting two typewritten pages to each category.

Dungy, Gwen, et. al, "Career Research--A Multi-Discipline Approach," Community College Frontiers, 7 (Fall, 1980), 15-19.
The article encourages the teaching of research skills to freshmen by allowing students to research career prospects according to their interests.

Emery, Raymond C., "Student's Self Surveys Broaden Vocation Choices," College English, 14 (April 1953), 408-10; rpt. with revisions in Arizona Teacher, 55 (January 1967), 17, 22.
After several topics were suggested, Phoenix College freshmen chose to survey their interests and aptitudes and fields which would meet those interests and talents. Emery also lists student reactions to the project.

England, Kenneth M., "The Use of Literature in the Freshman Research Paper," College English, 18 (April 1957), 367-68.
This is an argument for the literary research paper. By requiring that his students' library papers be on recurring themes in four novels by a given novelist, England has found unity in thought and organization in what might have been mere attempts at a freshman research paper. He also suggests that for certain circumstances plays, short stories, essays, biographies or diaries may be used with like results.

Fleischauer, W. L. T., "A Solution for the Teaching of the Investigatory Paper," College English, 3 (October 1941), 75-78.
Using Roswell's Life of Johnson as his resource text in teaching the research paper, Fleischauer discovered that it was possible to eliminate many teacher/student conferences about unity and content by having his students spend time writing a brief investigatory paper solely on Johnson's marriage for a warm up, then writing on another topic of his choice also on some aspect of Johnson's life. He suggests the same approach may be useful in other fields of study.

Fuller, Lawrence B., "Research Papers in English Methods Classes: Introduction to Varieties of Opinion," English Education, 7 (1975-1976), 245-248.
In this article, Fuller emphasizes how short research papers can support the subject matter of the English methods class.

Gemme, Francis R., "Researching and Writing an Original Folk Tale," Exercise Exchange, 12 (April 1965), 17-18.
Gemme's four-part outline allows practice in research techniques and creative writing by her college-bound eleventh graders. Richard M. Dorson's American Folklore and Life's Treasury of American Folklore provide background for and spark interest in this project.

Grasso, Mary ELlen, "The Research Paper: Life Centered," College English, 40 (September 1978), 83-89.
For the first month of the semester Mary Grasso begins her community college classes with her own "trivia" presentations. These eventually evolve into student participation and a "life-centered" research paper which she maintains answers all the objections raised to the research paper.

Hansen, Sister Mary Urban, "An Introduction to Research Writing for High School Seniors," Catholic Educational Review, 46 (September 1948), 446-49.
In her article, Sister Hansen introduces the reader to a fundamental approach for teaching the research paper by briefly discussing not only some specific areas that should be emphasized, but also her rationale for including them. She suggests that a paper need not be long to qualify as a research paper and that students be well acquainted with model research papers.

Harringron, David, V., "Research Projects on Current English Usage," Exercise Exchange, 12 (April 1965), 19-20.
Harringron requires a term paper on current usage, "assigning each student readings for analysis with special problems in usage to watch for." He either asks them to "study marginal problems in usage in a popular magazine" and compare usage now with usage fifteen years ago or to compare the usage of a contemporary writer with Sheridan Baker's chapter on usage in The Practical Stylist.

Henderson, Alex, Jr., "A Term Paper in Junior High School?" High School Journal, 38 (November 1954), 55-57.
Henderson shares the enthusiasm that his junior high students felt when they were assigned a research paper project customized to fit their level of academic ability. He suggests that teachers in different departments co-operate on the research project.

Hipple, Theodore W., "Politics and English: Presidential Election Offers Unusual Classroom Experience," Clearing House, 47 (September, 1972), 12-14.
Hipple describes his research paper assignment to cover some phase of the upcoming presidential election, from the introductory interest-the-student-phase through the finished product. On the way they passed and stopped for slanted news stories, propaganda, diction, ad-writing, and audience. One advantage to this subject, besides the student interest and variety of subjects, is the availability of resource material.

Hunting, Robert S., "Strachey's Queen Victoria and the Freshman Research Paper," College English, 14 (April 1953), 403-405.
Hunting lays out a two-term plan for teaching the research paper using Strachey's Queen Victoria as the starting reference. The first term is spent read-

ing the book; the second is spent in acquiring more data on a part topic about Victoria, discussing research technique, and compiling, editing, and submitting the finished paper.

Huntley Project Public Schools, "Elective English Program, Grades 9-12" (ERIC ED 045 669).
This article devotes a small section to encourage teachers to teach the research paper, gives general guidelines for what to teach, and emphasizes the requirement of source cards and rough drafts to eliminate plagiarism.

Idol, John L., Jr., "Conversation and the Lively Art of Research," Composition and Communication, Junior College, 28 (May 1977), 202-203.
Idol has his students "work their way through" two two-page, five-kinds-of-sources research papers "stressing the formal manner of presenting researched materials." These are followed by a written conversation modeled after "Love Is a Fallacy" (Max Shumlan) or certain of the platonic dialogues and Boswell's Life of Johnson. Quoted materials must be acknowledged as carefully as in the formal presentation.

Jay, M. Ellen, "Research Projects for Elementary Children," Audio Visual Instruction, 23 (January 1978), 26-28.
Diamond Elementary School introduces its students to the research process and format in the third grade, reviewing them in the successive grades. The beginning assignment works within a common outline, so that they can compare their efforts, thereby eliminating the essentially lonely nature of research, varied as students choose their own topics.

Johnson, Sandy, "Sight, Sound, and the Research Paper," English Journal, 58 (October 1969), 1061-63, 1070.
Johnson feels that the key to better student research lies in motivating the students properly. She shares her ideas of motivating her students into research topics in the arts by using the week before the research unit as a week to play artful music, present artful slide shows, read poetry and prose, discuss the lives and accomplishments of great people.

Kraus, W. Keith, "The Research Paper Revisited," Journal of English Teaching Techniques, 4 (Fall 1971), 16-21.

Kraus introduces his solution--famous crimes--to the term paper dilemma and to acquainting students with basic library resources, limited to newspapers. He details how he chooses specific cases to examine and variations on his theme and offers to send interested instructors a "list of fifty 'uncontrolled' research topics guaranteed to interest students" (expanded into Murder, Mischief, and Mayhem [Shippenburg, South Caroline: NCTE, 1978]).

Laban, Lawrence F., "One Model for Teaching Research Skills," Exercise Exchange, 21 (Spring 1977), 16-19.
Laban sketches his four-pronged attack on form versus content (footnotes and quotations as opposed to development and support of a central idea): 1) an evaluation of a book which the student reacted strongly to, 2) comparison of two articles on the same subject by different authors, 3) comparison of two points of view in four or five articles, 4) the full research project. The first three steps build paraphrasing and summarizing skills, evaluation, collection, and synthesizing of evidence.

Larmouth, Donald Wilford, "Life Around Us: Design for a Community Research Component in English Composition Courses," College Composition and Communication, 23 (December 1972), 383-89.
Larmouth advocates student research in current community problems as a way of enlivening the teaching of research skills, and allowing the students to contribute their solutions to current community concerns.

Lenn, Theodore, "Term Paper Project at Newark Junior College," Junior College Journal, 13 (October 1942), 97-99.
"Social Problems of Newark" was the general title of a research project and students chose topics of their own interests which could be included as a chapter under the general title.

LeRoss, Otis, "Teaching Students to Write Term Papers," Junior College Journal, 4 (December 1933), 143-45.
LeRoss relates the results of a special one-hour-a-week class offered to the students catalogued as "Orientation Term Papers." He discusses the positive aspects of taking a semester to cover adequately the research skills other English classes try to cover in a week.

Lewis, C. Jeanne and Binford H. Peeples, "Report Writing Made Interesting," Journal of Business Education, 47 (April 1972), 281-82.
This letter-writing approach to research in business classes is directed to high school students. Lewis and Peeples advocate beginning the project with a letter to two corporations asking for their current annual report. Receipt of these reports provokes evaluation of the investment opportunity available with the corporation. This evaluation should be accompanied by maps, charts, diagrams, tables, and research on the data. They give useful suggestions on the format for evaluation.

Marshall, Colleen, "A System for Teaching College Freshmen to Write a Research Paper," College English, 40 (1978), 87-89.
Marshall proposes countering the disappointments of teaching research papers by teaching basic reading skills, such as where and how to find the main point and supporting arguments and how to distinguish between fact and speculation; the selection of universal topics--family, work, education; and posing the thesis sentence as a question in very personal terms. Students then write an undocumented opinion paper answering this question and revise it for better logic and organization. Then they list the questions implicit in the paper. Finally, they research and write up their research. She notes occasional reluctance to get personally involved, as well as some inability to grasp cause-effect relationships or to ignore the opposition, but better papers on the whole.

Martinez, Rudolpho, "Short Research Papers for History Classes," Junior College Journal, 31 (September 1960), 30.
The writer points out the broad background a student acquires by writing a short research paper per unit for a five unit history class.

McColl, Frances W., "Term Paper Project on Biography: 'How Should You Tell a Man's Story?'" Exercise Exchange, 10 (November 1962), 29-30.
McColl assigns a comparison/contrast term paper in which the students compare two biographies of the same person. She includes preparatory helps in the article.

Nemen, Beth S., "A Handbook for the Teaching of the Research Paper," English Journal, 56 (February 1967), 262-68.
The article includes a copy of Nemen's class outline for teaching the research paper and explains

her approach to teaching bibliographic and footnote forms, developing a lively thesis and constructing a useful outline.

Parrish, Beryl Margaret, "The Study of Trade Names: A Research Project," Exercise Exchange, 7 (December 1959), 5-6.
This assignment to freshman composition classes allows the students to discover the "living, growing" aspect of language and requires them to go to both primary and secondary sources in a historical development of trade names. They also discover the formative aspects of language in their search; metaphor and onomatopoeic alterations, borrowing, blending, alliteration, clipping, compounding, adding of suffixes, acronyming, diminuting.

Pollin, Burton R., "The Mini-Report in the Literature Class," Exercise Exchange, 18 (Fall 1973), 19-20.
By dividing the research paper into two "mini-reports," Burton suggests that the fear, boredom, and fatigue of the first freshman paper may be overcome. The mini-reports are based on a topic from one of twenty-four short stories in which the student supports his thesis by citing from his story, from three critics of the author, and concludes with a paragraph evaluating the critics, giving his own conclusion based on the research.

Proctor, Betty Jane, "The Freshman Research Paper: A Comparative Approach to Biography," Exercise Exchange, 24 (Fall, 1979), 1, 14-15.
Proctor attacks the problem of critical reading deficiencies and the wide-focus term paper by having her students compare two biographies of the same person. This comparison becomes the raw material of a five- to seven-page paper searching for "the truth about a single incident in the historical figure's life." She feels the two exercises teach evaluative reading skills, the difference between legend and fact, and the questing/mystery in the art of biography.

Ralph, Ruth S., "The First Six Weeks Research Paper Scheme," Teaching English in the Two-Year College, 4 (Fall 1977), 33-36.
Ralph introduces her once-a-week, three-hour class to freshman English with an armful of magazines. Their reading in these magazines initiates a five-page research paper which Ralph leads them through step-by-step over the next six weeks. Halfway through this

period other work can be started, but the major hurdle of the course has been surmounted early in the semester when the students have plenty of enthusiasm.

Robb, Kenneth A., "A Paper Examining Changes in Modern English," Exercise Exchange, 13 (November 1965), 18-20.
Robb's students select a passage from an early translation of the Bible and compare it with a modern translation. In this paper the instructor effectively controls subject matter, the students learn the process of comparison, the OED and the Concise OED become familiar tools, and the students gain experience in looking at familiar subjects from new perspectives.

Rodrigues, Raymond J., "Informal Research in the Methods Class: Toward Independent Investigators and Teachers," English Education, 10 (February 1979), 163-70.
Rodrigues demonstrates an informal research project which has student teachers research contemporary word usage.

Saffioti, Carol Lee, "Modular Approach to Teaching Research in Freshman Writing Courses" (ERIC ED 153 251)
Saffioti outlines the University of Wisconsin-Parkside's one-credit module supplementing its three-hour freshman English course. This eight to sixteen week module requires close cooperation between the teacher and the librarian: introduction, conferences, and evaluation are joint operations. Some sample exercises are included in the appendix.

Samuels, Marilyn Schauer, "A Mini-Course in the Research Paper," College English, 38 (October 1976), 189-93.
Samuels enthusiastically outlines CCNY's videotaped between-session mini-course in the research paper, intended to meet the needs of poorly prepared college students while easing the demands on students and teachers of freshman composition.

Schroeder, Fred E. H., "How to Teach a Research Theme in Four Not-So-Easy Lessons," English Journal, 55 (October 1966), 889-902.
Schroeder presents a research paper cirricula to be taught to ninth through twelvth grade students in which the basics of writing, documentation, and library skills are to be taught. He emphasizes teaching students how to support generalizations, communicate findings on issues, use more than the card catalogue at the outset of students' research experience.

Schwab, Gweneth, "The Research Paper and the Future: A Solution," Freshman English Research Notes, 3 (Spring 1978), 8-10.
Schwab prompts evaluation, speculation, and drawing of conclusions by asking students to write their thesis statements in the future tense and to devote one-third to one-half of their papers to their thesis in the future. Unexpected benefits accrue, with students turning to current periodicals, interviews, surveys, and counts for source materials rather than the card catalogue alone.

Shaver, Robert J., "English 1A and the Term Paper," Junior College Journal, 32 (December 1961), 233-39.
Shaver recreates his research paper unit complete with outlines, mode of grading, motivational insights, and helpful hints on how to personalize the teaching of writing through student/teacher conferences.

Soll, Lila, "Writing an Original Research Paper Involves an Ability to Perform" (ERIC ED 140 331).
Soll writes to teachers in Open Admissions schools. She delineates two assignments she has used successfully to rapidly build analysis, interpretation, synthesis, abstraction, and organization skills.

Stanwood, Les, "Careers Research: Out of the Term Paper Rut," Media and Methods, 15 (November 1978), 41-42.
Stanwood's students produce a book on careers as a result of library research and interviews with professionals. The article outlines each week of the ten-week project, pointing out its advantages as to audience, interest, availability of materials, and motivation.

Stecker, Constance F., "Preparation of the Term Paper," Education, 67 (January 1947), 307-308.
Stecker gives a brief outline of her six-week course in which she teachers high school seniors the basics of choosing and limiting topics, working with bibliographies, note taking, organizing material, revising and editing the paper.

Suderman, Elmer F., "A Term Paper on New Words," Exercise Exchange, 16 (Summer/Fall 1969), 15-16; rpt. in Littleton Long, ed., Writing Exercises from Exercise Exchange, (Urbana, Illinois: NCTE, 1976), pp. 132-34.
In an exercise to create awareness in his freshman students concerning words and their origins,

Suderman assigns a term paper in which new words are cited and analyzed by each student according to the words' origin, method of creation, and quality contributed to the American language.

Thilsted, Wanda M., "An Interdisciplinary Report Writing Course," The Technical Writing Teacher, 2 (Spring 1975), 1-3.
Thilsted talks about an Oklahoma State University attempt to motivate students in report writing by combining disciplines, the major subject instructors advising students in their subject choice and source work and the English advising the students in their writing. She does not blanket adoption of the method but notes its usefulness for some situations.

Wells, David M., "A Program for the Freshman Research Paper," College Composition and Communication, 28 (1977), 383-84.
A strictly supervised teacher-assigned, teacher-directed literary topic informs Wells' two-week 900-1000-word research paper. He follows his time-schedule precisely and finishes with his unusual evaluation procedure in the library.

Woods, William F., "Freshman Histories: A Basic Research Assignment," FERN, 3 (Summer/Fall 1977), 1-3 (revised from ERIC ED 155 689).
Woods presents the format, examples, and rationale of a creative class research project in which research skills were taught to the students by asking each to write a miniature history of the day he or she was born.

5. Aspects / Teaching Techniques and Helps

Armour, Robert, "The Teaching of Research Methods Through Models," Exercise EXchange, 20 (Spring 1976), 5-6.
Armour's series of assignments "prepare the students for their own research by having them study widely known research projects in order to broaden their definition of research. . . ." All the President's Men and Man of Aran are two examples.

Arms, George, "The Research Paper," College English, 5 (October 1943), 19-25.
Arms gives examples to show that all the while teachers harp on students for not citing "accepted critics" in their papers, the people writing the student texts neglect the "accepted critics" as well; and that by a kind of osmosis, students learn from their texts to choose subjects for papers that are too broad for

them to handle adequately. His solution: "An introduction that is a technical description of the research paper as a result of research."

Bader, A. L., "Independent Thinking and the Long Paper," The English Journal, 25 (October 1936), 667-72.
Bader challenges the assumption that just because a paper is long, a lot of thought went into it. He discusses the importance of independent thinking and suggests that until high school teachers begin assigning topics (with or without the input of the student) which oblige the student to formulate belief for or against the thesis, the papers will be as insignificant to the education of the student as they are boring.

Beard, Louise H., et al., "Teaching the Techniques of Research in the Secondary School," National Association of Secondary School Principals Bulletin, 42 (May 1958), 100-104.
The authors explain the procedure of successfully correlating the English, Science, and typewriting departments for the purpose of creating a program for high school students which taught principles for correctly writing, documenting, and presenting various kinds of expository papers.

Behrens, Laurence, "Competency Testing: The Precis Approach (ERIC 170 776).
Behrens describes a test that examines student writing and research skills. The test requires the student to read three to four short selections on the same topic, synthesize the material, and write a short, documented essay on the topic.

Benardette, Doris, "An Experiment in Primary Research," English Journal, 51 (October 1962), 487-89.
Benardette's high school students practice research skills and format using Hamlet as the one and only primary source. A 500-700 word paper results.

Bowman, Joseph F., "How to Teach Writing: By Teaching Term-Paper Skills," Today's Education (September-October, 1979), 34-36.
Although directed toward high school English classes, Bowman's in-class single-hour research paper can be adapted to any age who have secure reading skills because his instructions are so thorough. His initial paragraph is a must for any teacher of the research paper.

Brown, H.F., "Using Research Papers in Student Assessment," Physics Education, 11 (September 1976), 421-23.
The City University of New York has pioneered a research paper based on classical papers from previous centuries as an alternative to usual finals, end-of-term open-book examinations, weekly exams, or term papers, which were often disappointingly vague and subjective in their evaluation. Each student is given a separate essay, although collaboration and discussion are encouraged in order to promote real research atmosphere, while the library is given the list of essays well in advance of the assignment to allow it to prepare for the influx of students wanting help. The essay is accompanied by five or six very particular questions, which will force the student to look outside the essay in order to answer them well. Brown notes that he enjoys reading the essays, which are always interesting though many times poorly spelled.

Burgess, Janna, "An Over-all Class Subject for the Research Paper," College English, 13 (January 1952), 210-12.
Burgess discusses how assigning a research paper on topics dealing with the nonpolitical agencies of the United Nations helps in the crucial step of finding a topic that motivates students to do research.

Burns, C., "How to Write a Research Paper," Scholastic, 58, February 7, 16-17; 14, 17; 21, 15; 28, 15; March 7, 1951, 50.

Carter, Robert R., "Librarians Look at Bibliography: Term Paper Aids," RQ, 12 (Fall 1972), 52-55.
This annotated bibliography acquaints the reader with a selective list of books, pamphlets, and manuals that deal mainly with writing the research paper. It includes 25 entries.

Cerullo, M. J., "Guide to Evaluating Research Papers," Journal of Business Education, 55 (October 1979), 36-37.

Christina, Sister M., "Training for Research Writing," English Journal, 53 (November, 1964), 610-13, 623.
The author proposes activities to "bridge the gap" in research skills in place of the research paper itself: research within a book several small papers incorporating critical analysis without requiring documentation, and writing a magazine article (which encourages interviewing and reporting skills).

These activities, she asserts, will develop the skills discrimination, comparison and contrast, and creativity but not demand the mastery of them before the student is ready.

Daniels, Edgar F., "First Step in Research: The Movie Review," Exercise Exchange, 5 (December 1957), 5; rpt. in Littleton Long, ed., Writing Exercises from Exercise Exchange (Urbana, Illinois: NCTE), pp. 131-32.
In this introductory research exercise, students find five reviews of a movie and "compare a theme in which they sum up critical sentiment toward specific aspects of the picture. . . ."

Davis, William E. and George F. Estey, "Research and Writing by Student Groups--Difficult But Rewarding," College Composition and Communication, 28 (1977), 204-206.
The article describes changes in Boston University's interdisciplinary fifty-page group-written sophomore research paper, its strengths and weaknesses.

Deaton, Mary B., "Letters as Research Material," Exercise Exchange, 7 (December 1959), 3.
In this warm-up exercise, Deaton has each student select a volume of letters, research biography, and write a paper about the style or content of the letters.

Deaton, Mary B., "Note Taking for a Documented Paper," Exercise Exchange, 9 (April 1962), 20-21.
After instruction on note card form, Deaton's students practice notetaking by answering a series of questions about a passage extracted from a book.

Dodge, Tommy, "That Hairy Devil, Research Work," Texas Outlook, 53 (March, 1969), 40-41.
Dodge waxes eloquent on the virtues of the casebook as an answer to all of the usual objections to research papers in high school: plagiarism, inadequate research facilities, limitation of the topic, falsifying footnotes, paraphrasing too closely. He recommends several books useful to the English teacher.

Eldredge, Frances, "Why 'the' Source Theme?" College English, 15 (January 1954), 228-31.
Most freshmen have not had sufficient practice at writing a major "source theme," so it seems ridi-

culous for a teacher to require one without some kind of warming-up exercise. In his article, Eldredge teaches how and when to use preceeding discussions and assignments for emphasizing the need for research skills.

Estrin, Herman A., "A Successful Research Paper for College Freshmen," College Composition and Communication, 18 (December 1967), 261-65; a condensed version (without bibliography) appears in Exercise Exchange, 6 (Fall 1971), 11-12.
Estrin suggests the enthusiasm normally lacked by students toward the research paper may be engendered by giving the students an annotated bibliography based on the emotional, social, physical, moral, and ethic problems faced by today's youth.

Estrin, Herman A., "Writing an Analysis of a Technical/Scientific Magazine," Exercise Exchange, 20 (Spring 1976), 7-8.
This assignment provides guides for an in-depth study of a magazine, and has lead past students to publish articles (which are listed) in the publications studied.

Fannin, James A., "Student Reports: How to Increase Their Use and Effectiveness," The History Teacher, 9 (May, 1978), 361-66.
Fannin offers the guide which accompanies his instructions for three to four 600-750 word reports. He divides grade emphasis 40-40-20 between understanding and research, communication (organization, support, and interest), and mechanics and style. Hints and a grade graph also accompany this guide.

Fisher, Carol J., "Report Writing Skills," Instructor, 89 (October 1979), 158-59.
Directed to elementary grades, this article includes ideas on how to introduce and teach collection and recording of information, notetaking, how to find and use other reference sources than encyclopedias, and organizing notes for writing. The authors use of the overhead projector for teaching notetaking skills is particularly applicable to any age group.

Francele, Sister Mary, "Essay Topics in Nineteenth-Century Literature," Exercise Exchange, 6 (December 1958/February 1959), 12-13.
Thirty-six topics are grouped under literature, religion, the arts, and sociology, graded as to difficulty, and labeled as either "footnote-y" or "creative."

Frances, Sister Marian, "Built-in Research Project," Catholic School Journal, 63 (April 1962), 70-72.

Gibb, Carson, "Reporting and Exposition," English Journal, 60 (February, 1971), 251-54, 259.
Gibb differentiates between reporting primary sources, reporting secondary sources, and exposition.

Ginsberg, Elaine K., "A 'News' Approach to the Research Paper," Freshman English News, 5 (Spring 1976), 16.
Discarding both the "any subject goes" and the controlled or casebook appraches, Ginsberg uses the New York Times as a springboard to many exercises which finally solve both the problem of narrowing and boredom for the teacher, as well as the inevitable warmed-over previous paper or mail-ordered version. The initial discussions produce not only a list of possible term paper topics, but also experience in analyzing questions, narrowing topics, and discovery of primary sources.

Gleason, Philip, "Read Any Good Term Papers Lately?" The Catholic Educational Review, 59 (March 1961), 155-61.
Gleason identifies the three major causes for bad grammar, editing errors, and ambiguity in an average student research paper as disrespect for words, confusing simplicity with simplemindedness, and confused or ambiguous thinking, resulting from laziness.

Griffith, Phillip M., "A Limited Controlled Methods Exercise," Exercise Exchange, 9 (April 1962), 13-15; rpt. in Littleton Long, ed., Writing Exercises from Exercise Exchange (Urbana, Illinois: NCTE), pp. 128-30.
Griffith's exercise requires students to practice research techniques and documentation by answering questions about model paragraphs supplied by the teacher.

Gunderson, Wilfred, "Citing References: A Guide for the Perplexed," Clearing House, 42 (May 1968),, 531-34.
Gunderson recommends the standardization of footnote and bibliographic form.

Hansen, Kenneth J., "So You Have to Write a Research Paper?" Business Educational World, 39 (April 1959), 20-21.
Hansen takes business students through a step-by-step approach to develop a research paper. His section "Write to be Understood" gives seven steps to a better organized, clearer presentation in the paper.

Hockey, Dorothy C., "Thwarting the Ventriloquistic Freshman," College English, 14 (October 1952), 24-29.
Convinced that dry, mundane research papers are a product of a student's inability to take accurate and effective notes, the author suggests that teachers teach students to paraphrase properly, to look for evidence not ready made conclusions, and to quote directly to improve their papers' accuracy and atmosphere.

Houghton, Donald E., "A Final Examination on the Research Paper," Exercise Exchange, 7 (December 1959), 4-5.
Houghton administers a two-hour exam designed to reflect the freshman's ability to recognize a pattern in raw data, to order random facts, to use pertinent quotations from primary and secondary sources, to document important information in the correct form, and to create a bibliography.

Howell, Suzanne, "The Research Paper Redux," English Journal, 66 (December 1977), 52-55.
Howell demonstrates how a research assignment based on the 1976 Presidential Campaigns improved the quality of her high school students' research papers and greatly reduced the possibility of plagiarism by giving the students an opportunity to wrestle with data first hand.

Jackson, Robert S., "Do They Copy Their Reports?" Instructor, 67 (February 1958), 9.
Jackson proposes two plans for teaching paraphrase skills to elementary and junior high students in order to eliminate the needless copying of sources that occurs far too frequently in intermediate grade levels.

Kerner, David, "Jigsaw Puzzle in Expository Writing," Exercise Exchange, 4 (October 1956), 16-18; rpt. in Littleton Long, ed., Writing Exercises from Exercise Exchange (Urbana, Illinois: NCTE, 1976), pp. 124-28.
In this fifty minute test for freshmen, facts disassembled from a passage must be rearranged into expository composition. Appendixes give examples of errors of construction and wording and the original passage.

Kerr, Elizabeth M., "The Research Paper as a Class Enterprise," College English, 13 (January 1952), 204-208.

By involving all class members in researching different topics of the same general subject, Kerr found that class interest was generated, teacher load was decreased, each student gained a great scope of the research subject, and the quality of research improved.

Larkin, Greg, "Fact, Transition and Comment: A Practical Approach to Research Paper Writing," FERN, 4 (Fall 1978), 6-7, 10.
Giving full and explicit examples, Larkin analyzes research paper writing into a three-level process to create a model "to generate acceptably written" papers. Students 1) order the facts, 2) provide transitions in paragraphs showing relationships among facts, and 3) comment, relating each fact--through qualification, elaboration, etc.--to the main and subtopics.

Lieberman, P. and S. B. Simon, "Vitalizing Research Reports," High Points, 47 (January 1965), 51-57; also "Vitalizing Student Research Reports," 28 (January 1964), 24-26.

McBrayer, B. Leone and Alethia Lindsey, "Co-operative Reports on Current Topics," The English Journal, 33 (October 1944), 421-24.
Centered in a high school curriculum, McBrayer and Lindsey share their approach to teaching students the research paper by integrating an English literature class with a history class and dividing the instruction of the paper between the two instructors, mechanics and organization given to the English teacher, content, logical development, sources given to the history teacher.

McKenzie, Gary R., "Data Charts: A Crutch for Helping Pupils Organize Reports," Language Arts, 56 (October 1979), 784-88.
McKenzie describes his chart approach to teaching elementary students "what a report is, the scholarly purpose of using several sources, or the skill of comparing sources to identify." He sees real weaknesses in student preparation for "abstracting question-relevant information from a source, organizing the abstracts for easy comparison, comparing and synthesizing discrete facts from different sources into coherent general statements, and subordinating different kinds of elaborative or qualifying material."

Magill, James, "A Team Teaches Research Paper Writing," Wisconsin Journal of Education, 94 (October 1961), 16-17.

Magill presents the format of a writing workshop in which 60-90 high school seniors participated to prepare them for college-level assignments.

Massengale, John D," Guidelines for a Research Proposal," The Physical Educator, 28 (May 1971), 85-86.
Answering the question of how to approach the research proposal is made easier by Massengale's separation of the areas to be covered into: introduction, statement of the problem, hypothesis, review of the literature, methods, analysis of the data, implications, and conclusion.

Mathewson, Angell, "Long Compositions Based on Research," The English Journal, 30 (June 1941), 457-62.
Directed to the teacher of high school seniors, this article deals with creating in a student the desire to write a composition six times as long as he has ever written before, by integrating assignments with topics that the student is concerned about, or that he is already working on in another class. To enhance the research experience, Mathewson suggests that students should sit on panels in the classroom and defend their position against opinions of their peers.

Meystre, Fredric J., Jr., "Jobs from Term Papers!" Journal of Business Education, 35 (January 1960), 198.
Meystre tells how students' term papers were enhanced by being based on information acquired in interviews with personnel managers, interviews which also sometimes resulted in full-time employment.

Morrill, A. Reed, "Evaluating Term Papers," Improving College and University Teaching, 14 (Summer 1966), 181-82.
Morrill improves his students' performance by distributing his evaluation scale early in the semester. The criteria are detailed and the scale easily comprehended.

Nichols, Olivia Murray, "Checking Out the Freshman Research Paper," The English Quarterly, 10 (Fall 1977), 51-57.
Nichols explores the raison d'etre of the research paper as an introduction to her imaginative and well-distributed checklist for the literary topic research paper. She defends this choice but notes that literary topics may be approached from many nonliterary standpoints.

Parke, Barbara W., "Finding Out for Themselves," Teacher, 95 (April 1978), 87-88.
Parke advocates teaching research skills as early as possible through worksheets to increase student confidence and performance in every subject area. Her ideas on paraphrasing, finding the main idea, and categorizing skills (to teach finding alternate routes to discover information) are adjusted to the elementary grades.

Paulston, Christina Bratt, "Teaching Footnotes and Bibliographical Entries to Foreign Students: A Tagmemic Approach," English Language Teaching, 24 (May, 1970), 279-283.
Dividing footnotes and bibliographic entries into slots and slot fillers, with periods to separate the slots and commas and semicolons to punctuate within the slot divisions provides the basis for a group approach to explaining the rationale for the form rules and the differences between the two forms.

Petrowski, Dorothy D., "The Term Paper Revisited," Journal of Nursing Education, 17 (September, 1978), 50-52.
Petrowski recommends four changes in the traditional approach to the research assignment in nursing: (1) get an early start for better quality, (2) sustain interest, (3) offer content and grammar assistance, (4) integrate practice and theory, (5) provide source recommendations, (6) encourage professors to view the paper as a real assistance in learning.

Powell, William L., "Provide Reference Choices in Teaching Manuscript Typing," Business Education Forum, 31 (October, 1976), 25-28.
Since end notes and text notes have found their niche in academia, Powell recommends that typing students learn a variety of footnote formats so that their learning can be transferred to a real world. He emphasizes overlearning and periodic review to guarantee internalization.

Reinertson, Isabel, "Research Skills Project," Bookmark, 18 (February 1977), 9-11.

Rogers, Joseph A., "The Profile--One Answer to the Term Paper Problem," College English, 14 (April 1953), 410-11.
Rogers shares his exuberance over what he calls a "pre-fabricated" outline which made his 1952 research papers "astonishingly good." By offering a list of great figure heads to choose from along with a for-

mal outline that the students fleshed out themselves, he feels that this assignment was inspiring not only for the students, but the instructor as well.

Rogers, P. Burwell, "The Research Paper, a Vital Subject," College English, 14 (October 1952), 35-36.
"An Occupation that Interests Me" is the topic of research that Rogers has found to be stimulating both academically and practically for his students. The article includes fourteen questions which the students use to do their research, and emphasizes the research skill of interviewing parents, friends, professors, and anyone else.

Satlow, I. David., "Providing Guidance on the Term Paper," Business Education World, 48 (September 1967), 20-21, 26-29.
Satlow's step-by-step approach for how a teacher can give more than lip-service guidance to high school students who struggle over research assignments includes suggestions on due dates, length, class discussions, and also offers an itemized checklist for students to check their papers against before handing them in.

Scharbach, Alexander and Carl E. W. L. Dahlstrom, "Topic Data for Research Essays," Exercise Exchange, 11 (November 1963), 3-5.
This article suggests a specific project which unencumbers the source book and allows maximum benefits.

Schiffman, Joseph, "Research Areas in Walden and Civil Disobedience," Exercise Exchange, 17 (Fall 1972), 6-13.
Schiffman lists specific statements for research projects drawn from these two works by Thoreau, including such diverse areas as architecture, conversation, riddle, Twain and Thoreau, literary symbol, and lives of quiet desperation.

Seale, Jan, "Mexican-American Folklore: An Approach to the Research Paper" (ERIC ED 135 012).
This thirteen-page paper describes the employment of Mexican-American folklore to elude the motivational problems inherent in writing research papers: laziness, lack of interest, fear, and their frequent solution, cheating. Students may choose to write about the traditions with which they grew up. This choice of subject is not mandatory, however, partly because most libraries are not equipped for mass decent on their folklore reserves. The students are

encouraged to search less traditional sources as well as the library, particularly living people. Some of the problems teachers of commuter colleges may encounter when using this approach are discussed.

Stalnaker, Bonny J., "Documented Position Paper: A Useful Approach to Teaching the Formal Research Report," ABCA Bulletin, 41 (June 1978), 15-17.
A warm-up short report exercise is outlined in which students state their own positions on a topic and provide documented support. A guide is provided for the assignment, which addresses problems of narrowing the topic, organization, documentation, and the rationale for using secondary sources.

Steel, Eric M., "The Freshman Research Paper--Hope at Last?" College English, 18 (April 1957), 365-66.
Steel describes his success at turning the research paper into a "research story," by having his college freshmen write to an eighth grade audience on a topic chosen by the would-be audience themselves.

Steinmetz, Lee, "The Freshman Research Paper: A Classroom Approach," College English, 21 (October 1959), 24-26.
Steinmetz suggests that teachers can help students do much of the groundwork for writing a literary analysis research paper by assigning students to read four novels by the same author then requiring them to write four short papers on subjects in the novels that interested them, implementing compare/contrast, description, and analyzation modes of writing.

Stewart, Marian F., "The First Footnote Paper," College English, 14 (April 1953), 403-405.
To lead up to the assignment of a major research paper, Stewart offers helpful comments on writing a "thousand word footnote paper." The footnote paper is achieved by first having the student read a popular book, writing a critical review, then going to available newspaper/magazine reviews, noting the descrepancies between his review and others, and reconciling the discrepancies in a paper.

Strenski, Ellen, "A Worksheet Approach to the Research Paper," Freshman English Resource Notes, 3 (Spring 1978), 9, 11-12.

Strenski offers samples of the worksheets she uses to build her students' research skills. She bases her approach on the supposition that most freshman college students have not exercised any of the skills and will need both step-by-step explanations and practice to internalize them.

Suderman, Elmer F., "A Follow-up Theme on the Research Paper," Exercise Exchange, 13 (March 1966), 19-21.
Suderman has his students analyze their experience with the research paper in terms of ten very specific questions. "This paper often reveals with startling clarity which students have borrowed another's research paper or have depended too heavily upon their sources without reflecting on the material. Students who have done their homework thoroughly often write better on the follow-up than they did on the term paper itself."

Taylor, Louis, "Experiment in Freshman Research Writing," College English, 18 (April 1957), 368-69.
Taylor discusses the positive aspects of organizing his students into committees, each committee being headed by a student advisor, for the purpose of assisting each student in writing a creditable research paper. Committee heads check progress and give a grade to papers before the teacher receives them.

Taylor, Maurie N., "Glorifying the Term Paper," The Classical Journal, 37 (January 1942), 242-45.
Taylor shares her idea of compiling past Latin research papers, ranging from a description of Roman plumbing to Caesar's contributions to warfare, into an encyclopedia of Latin references. Some students will read and edit all papers to choose those which will qualify for the volume, others will illustrate, type, or revise.

Watt, James T. and Wade S. Hobbs, "Research and Report Writing. A Model of Their Interrelationships," ABCA Bulletin, 42 (September 1979), 22-25.
After stating that identification of the problem and writing the report are the two focal points of any research, Watt and Hobbs present and explain a diamond-shape research model which depicts the researcher's progress from defining the problem, through prelimi-

nary and major research to the stages of consolidating and writing up the report.

Werner, Dorothy, "Research on Topics with Unknown Answers," The American Biology Teacher, 14 (January, 1979), 48-49.
The Rutherford High School biology and English departments combine forces to evaluate the work of the honors biology students at this school. After careful, step by step research assistance from the biology teacher, the final paper receives two grades, one for scientific content and reasoning, and one for overall development. The English teacher corrects grammar and mechanics, and the students make a three-minute oral summary of the results of his research.

Whittaker, Della A., "From Term Paper to Brochure," Teaching English in the Two-Year College, 59 (Fall 1978), 45-46.
Whittaker has her technical writing students use the time between turning in their term papers to produce brochures on their term paper topics. Her outline of steps includes sending the brochure off to one of the companies in the student's bibliographies after bringing the typed, illustrated brochure to class for suggestions.

Williams, Melvin G., "The Library Paper and the Real World," Exercise Exchange, 19 (Spring 1975), 20-21.
Ensuring high school and freshman writing aimed at the real world is the reason Williams assigns his students to write an article for a magazine of the students' choice instead of writing the traditional research paper. Before beginning their articles, students must have a query letter approved by a mock editor (teacher or peers).

Woods, William F., "The Interview Profile as a Model for Research," FERN, 4 (Fall 1978), 8-10 (revised from ERIC ED 155 696).
Woods presents "the interview paper" as a preparatory step to acquainting students with basic research skills, and offers suggestions on the following aspects of preparing such a paper: 1) choosing a subject, 2) setting up the interview, 3) taking notes, 4) preparing questions, 5) identifying authority, 6) writing up the interview.

Yaggy, Elinor, "The Shorter Research Paper," College English, 18 (April 1957), 369-70.
The article discusses the pros of assigning two short research papers (600-800 words), both on the same subject--the first a general discussion of the topics, the second a specific discussion.